Welcome

MontCAS
Montana Comprehensive Assessment System

Next Generation Resources:

Transforming Instruction with the Digital Library

2018 Assessment Conference

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MT State Network Educator

measured progress™

A+ **Montana**
Office of Public Instruction
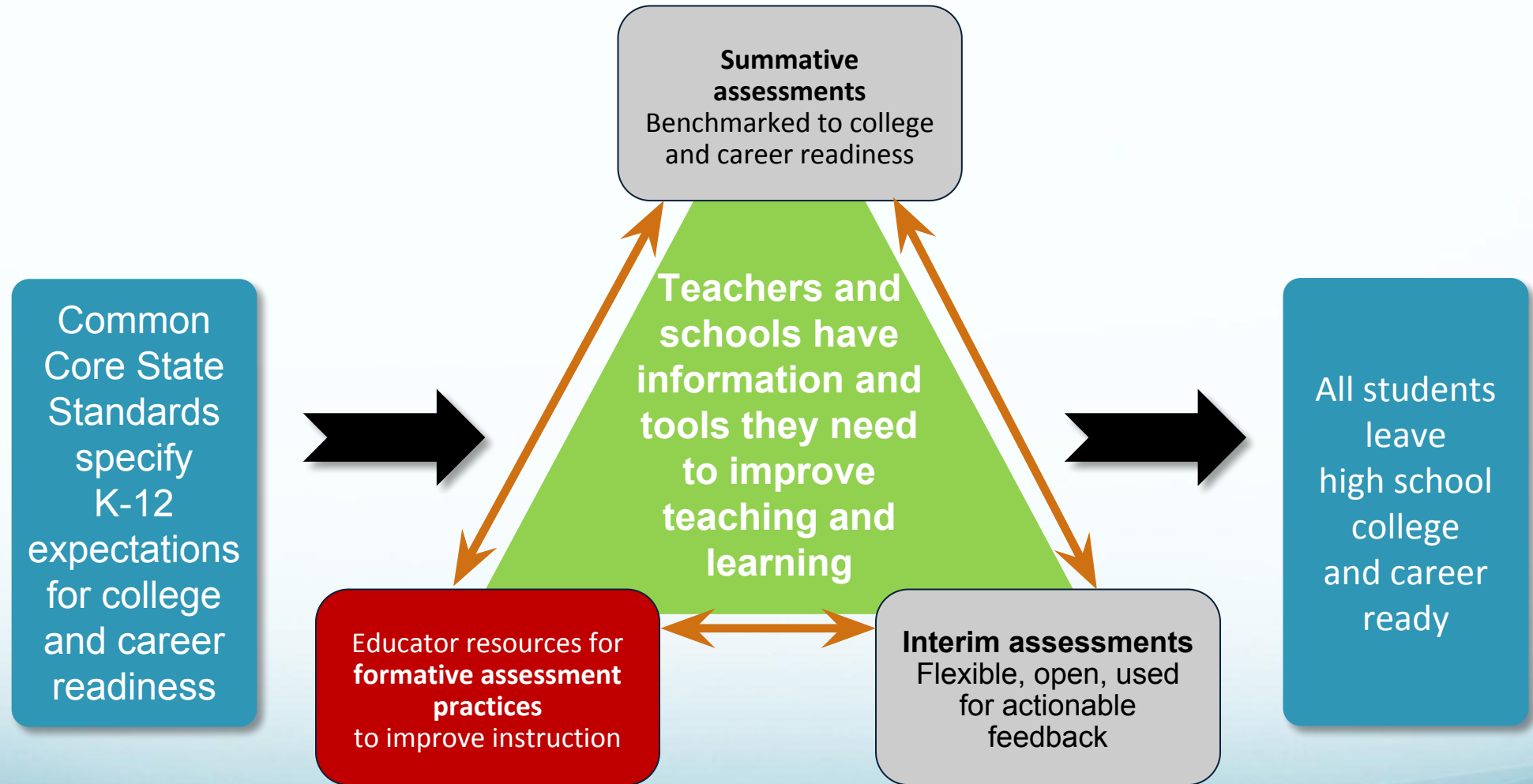**Elsie Arntzen, Superintendent**

Introductions

Hello
my name is

Becky Berg
MT Digital Library State Network Educator
And
BPS K-5 Math Specialist & Coach

Smarter Balanced
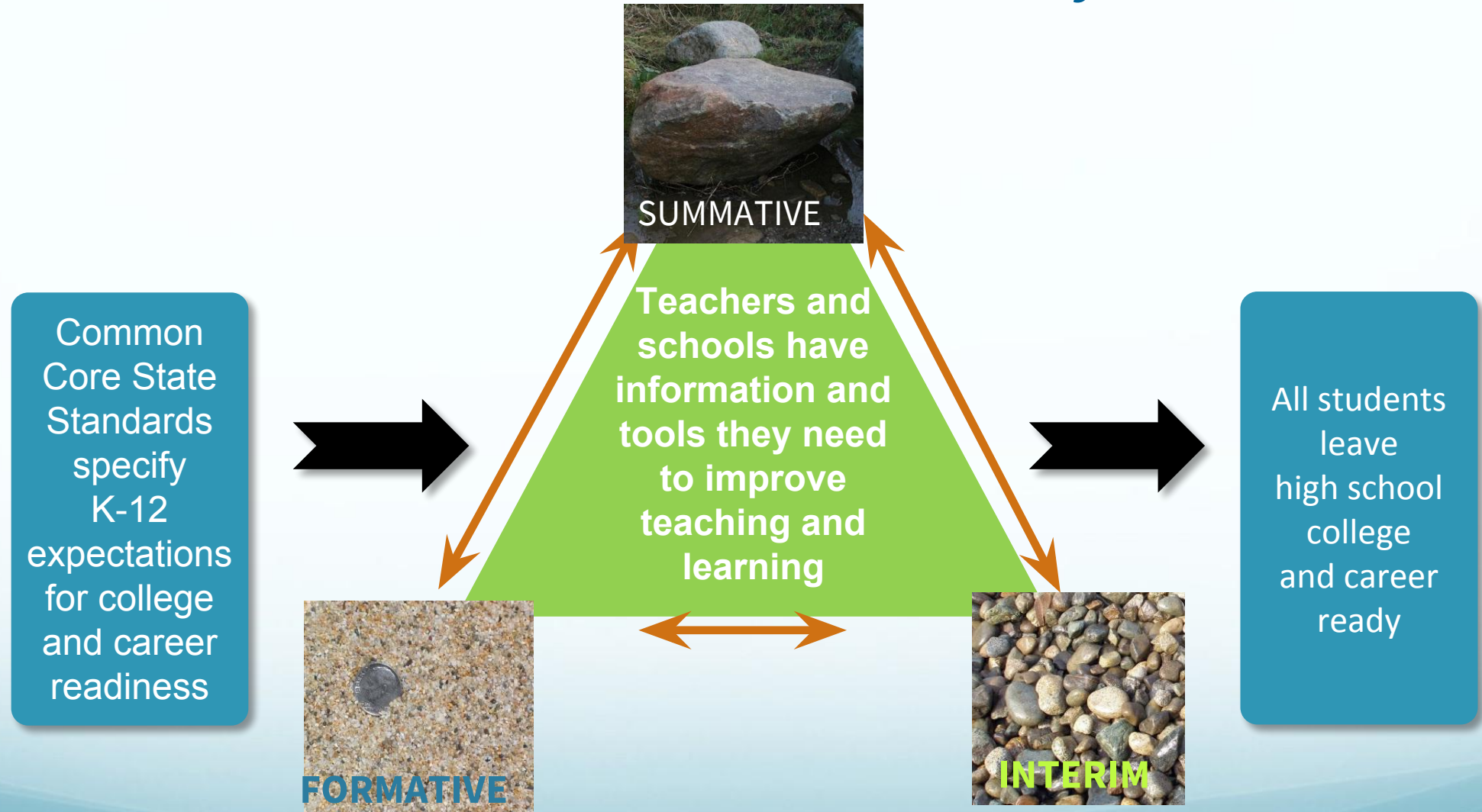# A Balanced Assessment System

Summative assessments
Benchmarked to college and career readiness

Common Core State Standards specify K-12 expectations for college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Educator resources for **formative assessment practices** to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready

Smarter Balanced
A Balanced Assessment System

SUMMATIVE

Teachers and schools have information and tools they need to improve teaching and learning

Common Core State Standards specify K-12 expectations for college and career readiness

All students leave high school college and career ready

FORMATIVE

INTERIM

4

Intro Activity

What is Formative Assessment?

Mentimeter

Formative Assessment

Process, tools, and the Digital Library

Definition -

"Formative Assessment is a deliberate <u>process</u> used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies and improves students' attainment of curricular learning targets/goals."

Formative Assessments   Summative Assessments

Formative assessment is not a worksheet, test, assessment, or quiz given at the end of a learning period.

What Formative Assessment is…

An ongoing process of collecting evidence of student learning **during instruction**

- inform next steps in teaching and learning while there is still an opportunity to influence learning.

- Identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment.

When Formative Assessment takes place….

The idea of "during instruction" can mean both:

- during a class period as students and teachers are engaged in a learning experience

- during an instructional sequence that may span several weeks.

A teacher can **make adjustments** to the instructional plans to account for students' current understanding and to support them moving closer to the intended learning goals.

Who is involved in Formative Assessment…

The process of formative assessment includes:

- both students and teachers in the collection and consideration of evidence of learning; formative assessment is something educators do *with* students.

Five Attributes of Formative Assessment

- **Learning Progressions** should clearly articulate the sub-goals of the ultimate learning goal.

- **Learning Goals and Criteria for Success** should be clearly identified and communicated to students.

- Students should be provided with **descriptive evidence-based feedback** that is linked to the intended instructional outcomes and criteria for success.

- Both **self- and peer assessment** are important for providing students an opportunity to think meta-cognitively about their learning.

- A classroom culture in which teachers and students are **collaborative partners in learning** should be established.

Consistent use of these formative strategies can double the speed of student learning.

Dylan Wiliam
www.dylanwiliam.org

Connections of Formative Assessment & PLCS
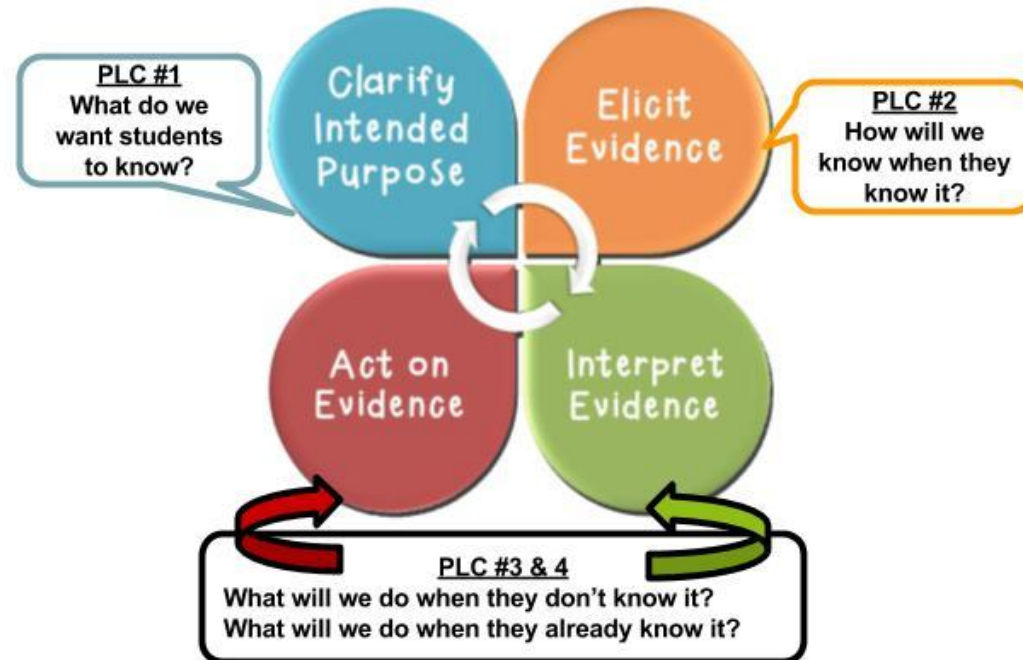
Smarter Balanced Assessment Digital Library

- An online collection of instructional and professional learning resources contributed by educators for educators.

- Resources are aligned with the intent of the Common Core State Standards and will help educators implement the Formative Assessment Process to improve teaching and learning.

Four Attributes that capture the Formative Assessment Process

Clarify Intended Learning

Elicit Evidence

Act on Evidence

Interpret Evidence

The Formative Assessment Process

Clarify Intended Learning

Elicit Evidence

Act on Evidence

Interpret Evidence

o Learning Goals
o Success Criteria
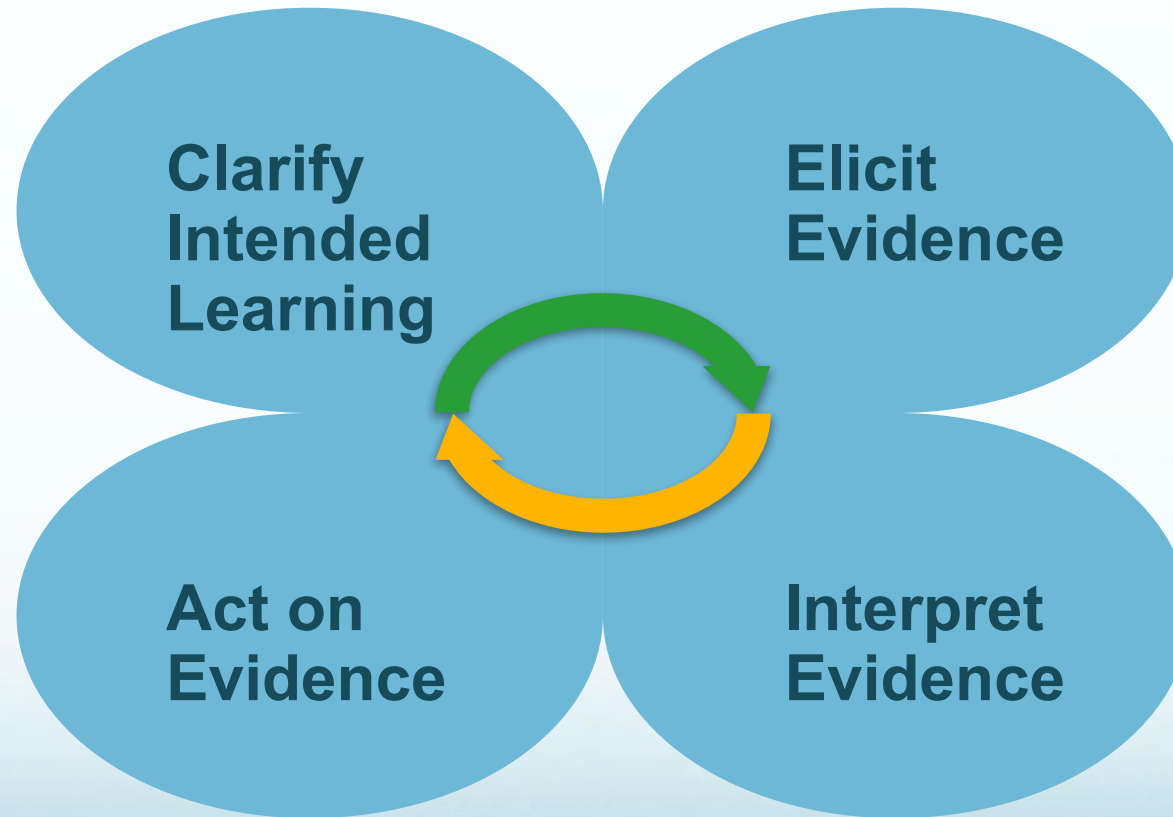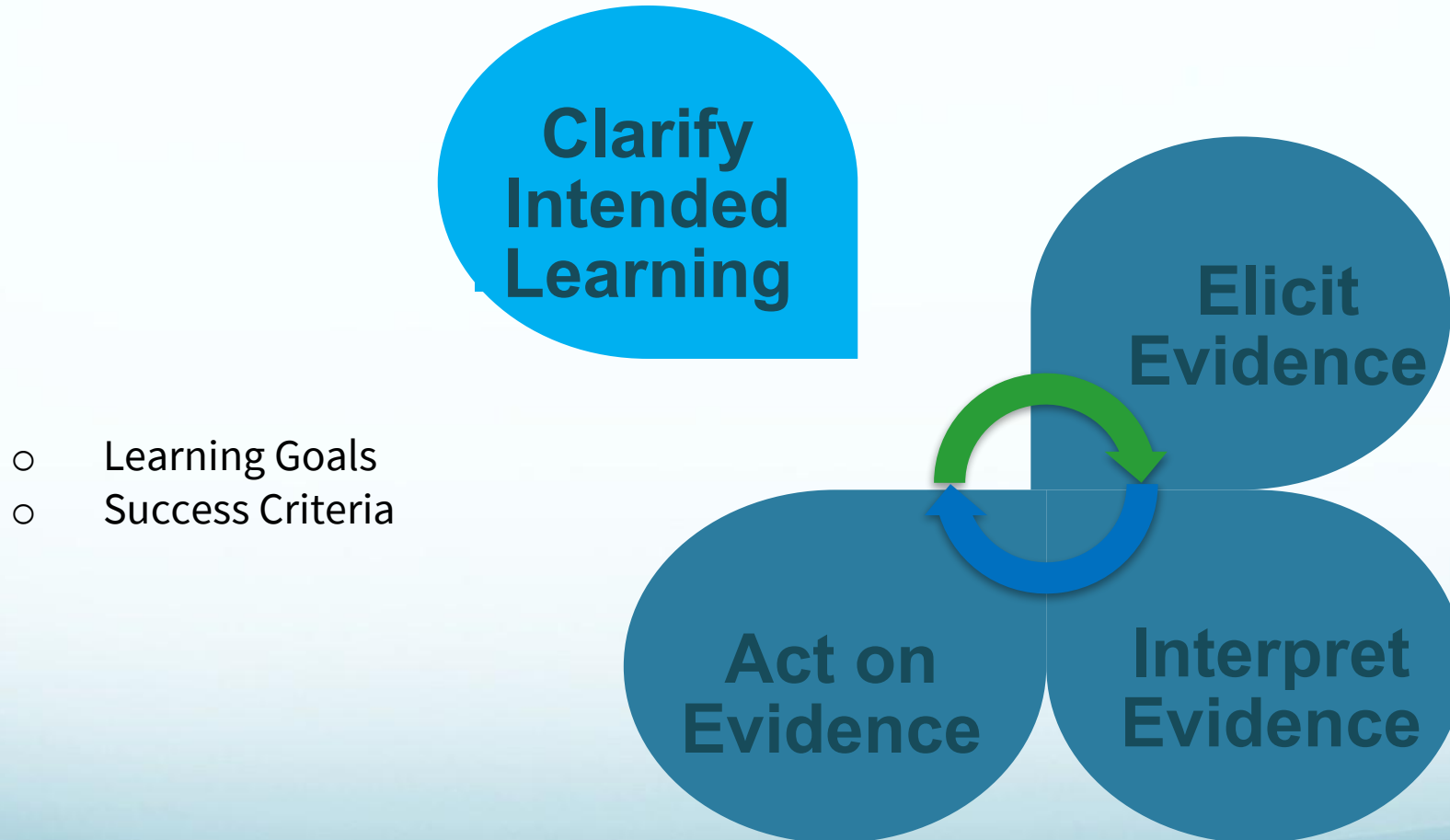
The Formative Assessment Process

- Interaction with Students
- Observations
- Questioning   Strategies
- Focused Student
  Observations
- Student Work
- Teachers
- Peers
- Individual Reflection

Elicit Evidence

Clarify Intended Learning

Act on Evidence

Interpret Evidence
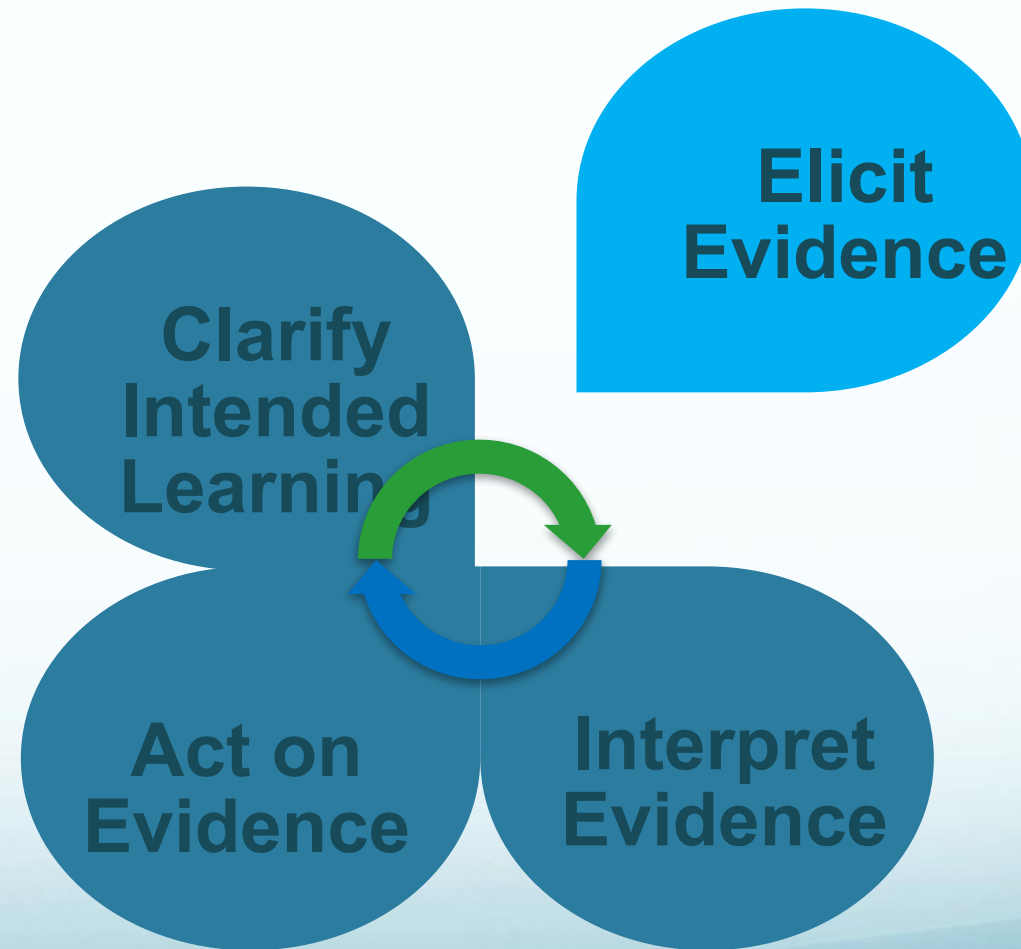
The Formative Assessment Process

Teacher, Peers, or Student Identify:
- Learning Goal vs. Success Criteria:
  - Gap between the goal and criteria?
  - Misunderstanding?
  - Procedural error?
  - Lack of skill(s)?

Do I need to adjust instruction?

Clarify Intended Learning

Elicit Evidence

Act on Evidence

Interpret Evidence

Planning for Instruction

Formative Assessment is a deliberate **process**. Once educators and students have had a chance to interpret results of gathering evidence, what should happen next?
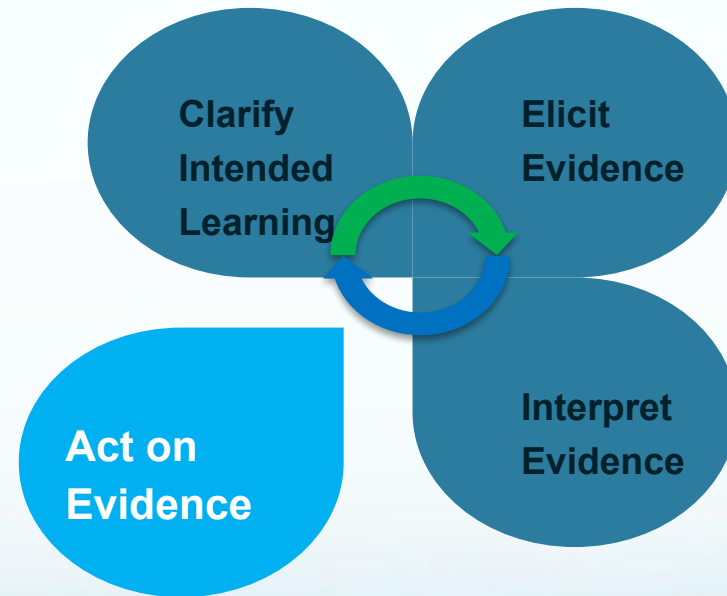
Digital Library Resources

Assessment Literacy Modules
31

- Commissioned Professional Learning Modules
- Resources for educators, students and families

- Frame Formative Assessment within a Balanced Assessment System
- Articulate the Formative Assessment Process
- Highlight Formative Assessment Practices and Tools

Exemplar Instructional Modules
84

- Commissioned Professional Learning Modules
- Instructional coaching for educators
- Instructional materials for students

- Demonstrate/support effective implementation of the formative assessment process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

Educational Resources
Over 2600

- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families

- Reflect and support the formative assessment process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

What Is the Digital Library?
Non-Examples

- Not an assessment bank

- Not a learning management system where educators can register for training or receive credit by completing specific online courses

- Not a library for the general public (the library will require registration and login)

- Not a site where any resource can automatically be posted: all resources must be vetted through the Quality Criteria.

Not just a test! – Additional Research

Formative assessment involves multiple activities, not just the administration of a single test.

One of those activities is the use of assessments to elicit evidence regarding students' understanding of and mastery of a given standard or concept.

Popham, Transformative Assessment, 2008

https://www.smarterbalancedlibrary.org/content/why-formative-assessment

Value in these Resources

- **Aligned to the MT ELA and Math standards**
- **Aligned to the targets within the standards**
- **Aligned to the Formative assessment process**

Quality Criteria for Professional Learning Resources

The resource…
1) Reflects research and/or the principles of effective professional learning
2) Incorporates formative assessment practices
3) Supports learner differences and personalized learning
4) Demonstrates utility, engagement, and user-friendliness
5) Integrates technology and media effectively

Quality Criteria for Instructional Resources

The resource…
1) Aligns with the intent of the Common Core State Standards
2) Incorporates formative assessment practices
3) Contains accurate, complete, high-quality curriculum and instruction
4) Supports learner differences and personalized learning
5) Demonstrates utility, engagement, and user-friendliness
6) Integrates technology and media effectively

Highlights

- Find a *unique* resource for:

  - Instructional Use

  - Professional development

- Create Forum topics that are of current wonderings

- Collaborate with teachers across Smarter Balanced states

- Mark a resource as a favorite

- Playlists align resources to Interim assessment results

- Send a resource to a colleague

Digital Library Landing Page
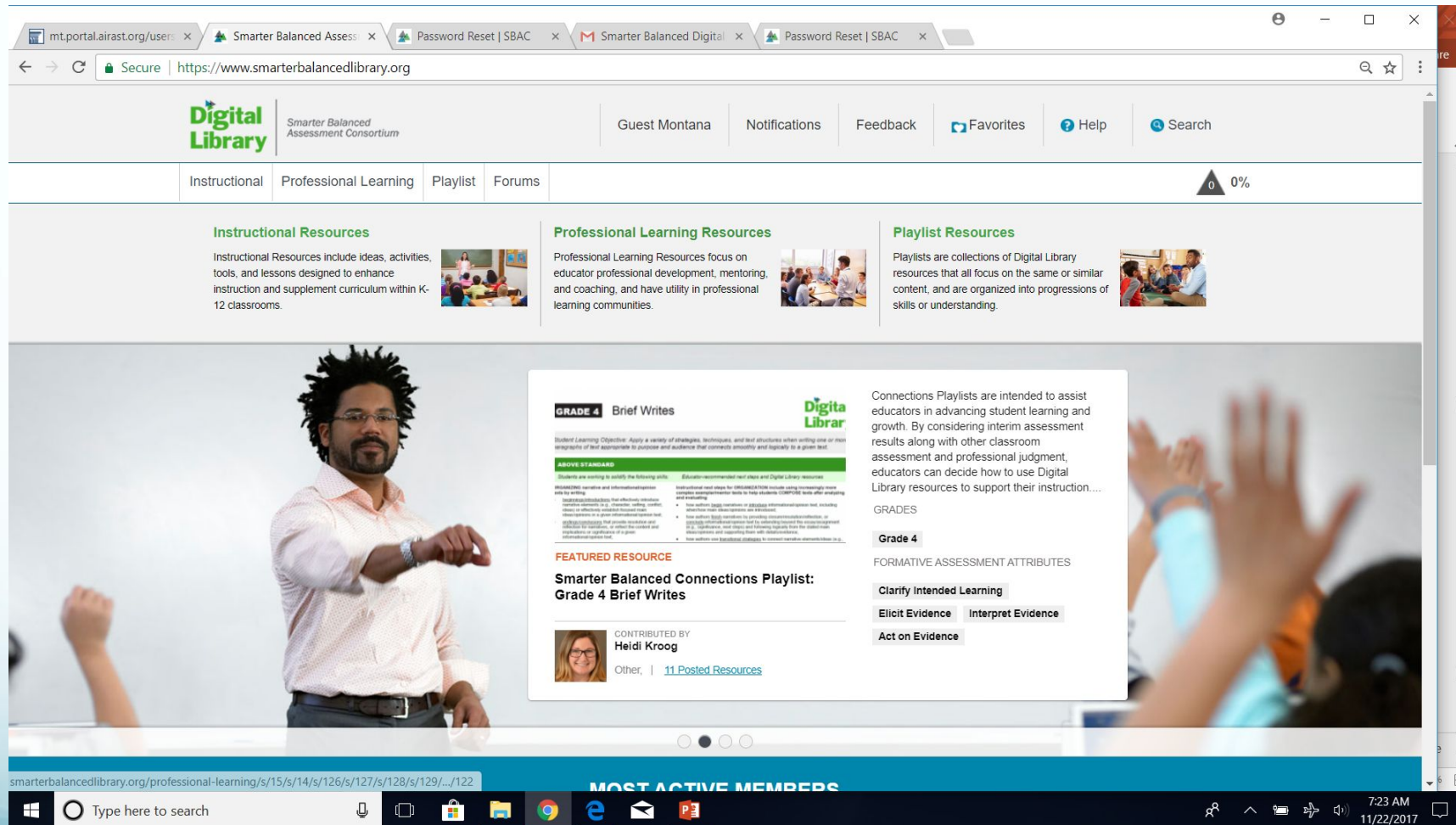
Assessment Literacy Modules

Clarifying Intended Learning In The Formative Assessment Process: Grades K-2

How does developing a clear understanding of learning goals in partnership with early elementary students improve their achievement? In...

Eliciting Evidence in the Formative Assessment Process: Grades K–2

How does collecting evidence of student learning in partnership with primary/early elementary students improve their achievement? In this...

Acting on Evidence in the Formative Assessment Process: Grades K–2

How does making evidence-based decisi with primary/early elementary students improve their achievement? In this modu educators learn...

Interpreting Evidence in the Formative Assessment Process: Grades K–2

How does analyzing evidence of student learning with primary/early elementary students improve their achievement? In this module, educators...

Exemplar Instructional Modules

Analyze the Interaction of Central Ideas In a Text: Act

This 15-minute module focuses on students acting on evidence of their own understanding of the way central ideas interact and build on each...

Subjects: ELA - Reading Informational Text

Grades: Grade 11, Grade 12

Analyze the Interaction of Central Ideas in a Text: Clarify

This 15-minute module features Anna Baldwin clarifying how central ideas interact and build upon one another in a complex text by reviewing...

Subjects: ELA - Reading Informational Text

Grades: Grade 11, Grade 12

Analyze the Interaction of Central Ideas In a Text: Elicit

This 15-minute module features Anna Baldwin eliciting evidence of students' understanding of how central ideas in a complex text interact...

Subjects: ELA - Reading Informational Text

Grades: Grade 11, Grade 12

Analyze the Interaction of Central Ideas In a Text: Interpret

This 15-minute module features Anna Baldwin and her students interpreting evidence. The video footage shows students, with the teacher's...

Subjects: ELA - Reading Informational Text

Grades: Grade 11, Grade 12

Educational Resources

Digital Library Functionality
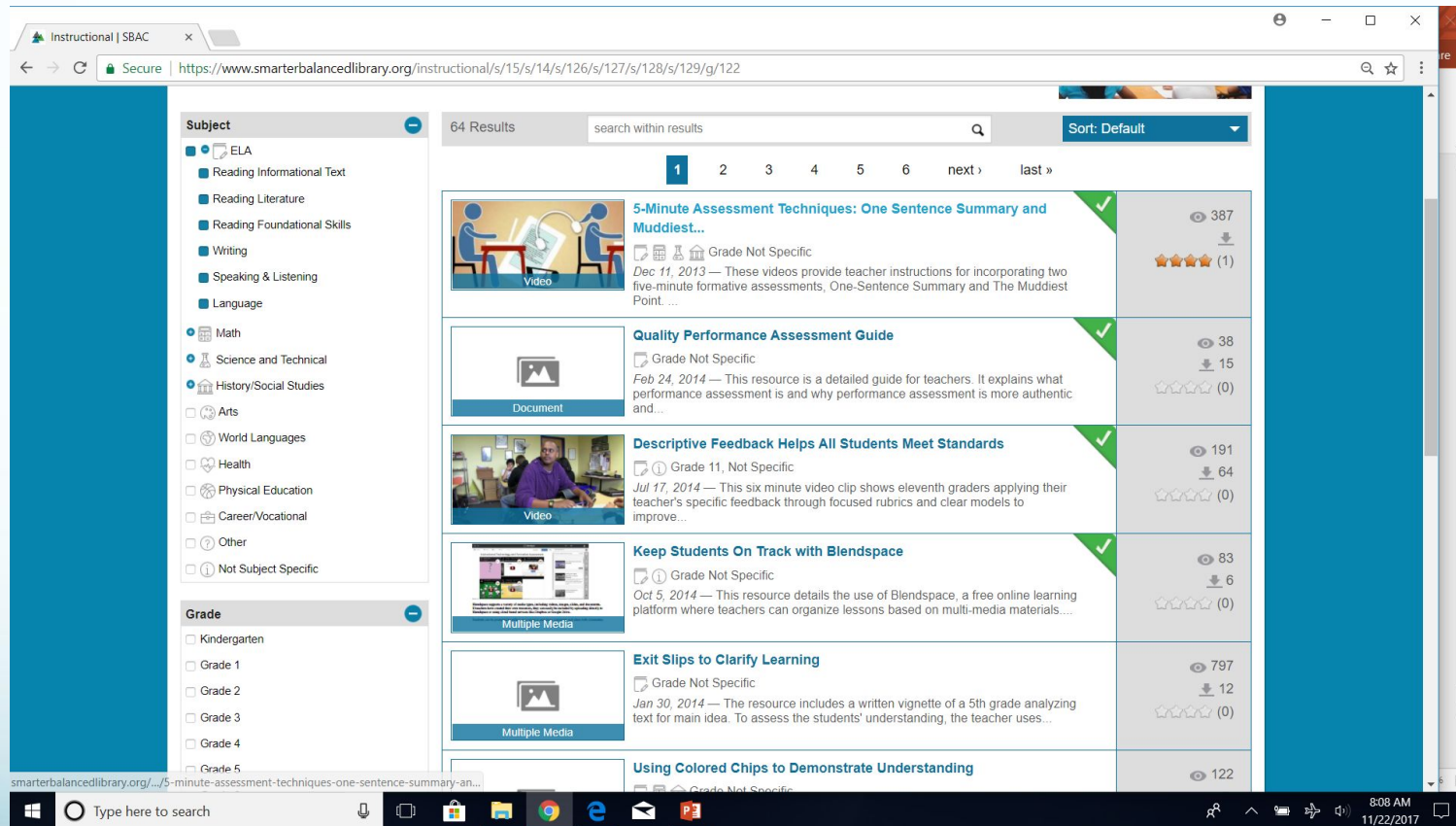
- Enable trained educators (SNEs and SLTs) to submit, review, and publish resources

- Allow educators to view, download, and rate resources

- Use state-of-the-art tagging and search to quickly find resources by CCSS and other topics

- Enable educators from across the Consortium to collaborate and share their knowledge

Current Work in the Digital Library

Alignment to Interims

Playlists

Playlist Example: IAB Fractions

Grade 4 Fractions

Student Learning Objective: Ordering and equivalent fractions		
Scale Score Associations*	**Evidence**	**Digital Library Resources**
Below 2410 *Building understanding about part-to-whole relationships*	Educators can further diagnose a student's understanding of: ● Part to whole relationships ● Equivalent fractions	● Pre-teaching Fractifon Concepts ● Lessons for Fractions in Fourth Grade ● Developing Effective Fractions Instruction for K-8
Score Range 2411-2484 *Building understanding about fractions as numbers on a number line*	Educators can gather additional evidence for a student's understanding of: ● Comparing fractions with like or unlike denominators ● Modeling with mathematics ● Regularity with repeated reasoning	● 4th Grade Math: Ordering Numbers, Fractions, and Expressions ● Understanding Fractions: Clarify Intended Learning ● Understanding Fractions: Elicit Evidence ● Understanding Fractions: Interpret Evidence ● Understanding Fractions: Act On Evidence ● Developing Effective Fractions Instruction for K-8
Score Range 2485-2549 *Extending understanding about fractions as numbers on a number line*	Educators can extend a student's understanding of: ● Comparing fractions and decimals for placement on a number line	● Number Rights and Pearl Diver ● Lessons for Fractions in Fourth Grade ● Developing Effective Fractions Instruction for K-8

*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components

Playlist Example: IAB Informational

Grade 4 Reading of Informational Text

| Student Learning Objective: Reading informational text		
Scale Score Associations*	**Evidence**	**Digital Library Resources**
Below 2415 *Developing reading with below grade level text complexity.*	Educators can further diagnose a student's understanding of: • Reading text[1] that is below grade level.	• Text Selection Guidelines: Teaching and Assessing • Common Core Teaching and Learning Strategies: ELA Informational Text K-5 • Formative Assessment Primary Classroom Video
Score Range 2416-2472 *Developing reading with on grade level text complexity.*	Educators can gather additional evidence for a student's understanding of: • Reading text that is on grade level.	• Using Text Based Evidence for Informational Text • Using Close Reading to Improve Comprehension in Elementary Classrooms • Close Reading Informational (Nature/Animal) Text
Score Range 2473-2533 *Developing reading with above grade level text complexity.*	Educators can extend a student's understanding of: • Reading text that is above grade level.	• Integrate Information from Several Texts: Clarify Intended Learning • Integrate Information from Several Texts: Act on Evidence • Integrate Information from Several Texts: Interpret Evidence

*Scale score associations were determined subjectively by staff judgement. Future associations will be consensus-driven by educators through development of these connections between the assessment components.

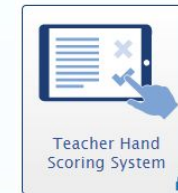# The Interim Block Assessment/Digital Library Connection

- **Educator views IAB in Assessment Viewing Application**

Assessment Viewing Application

- **Educator administers the IAB to students**

Test Administration
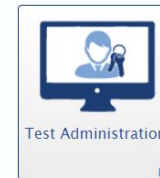
- **Educator will use the Teacher Hand Scoring System to score any items needing hand scoring**

Teacher Hand Scoring System

- **Educator views student results in Airways tool**

AIR Ways Reporting

- **Educator logs into the Digital Library, finds the playlist for the IAB and uses the resources gathered in the playlist to address students' learning based on the score band described in the playlist**
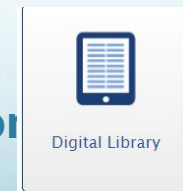
Digital Library

Tour the Digital Library

Access to the Digital Library

- Provided by OPI to Montana educators at no charge
  - All licensed educators in Montana schools

- Have a password???
  - https://sso.smarterbalanced.org/auth/UI/Login

  OR

- Do a self sign-up from the DL tool card on the MT portal at https://mtportal.airast.org

- Don't have a password or don't remember it???
  - Pam Birkeland, pbirkeland@mt.gov
  - 406-560-2060

Formative Activity with your Staff

- Scenarios:
  - Instructional Coaches
  - Leadership Coaches
  - Others in the room

- Spend 5 minutes exploring resources for a scenario

- Share your discoveries with someone next to you

- What questions about using the Digital Library do you still have?

MontCAS Contacts

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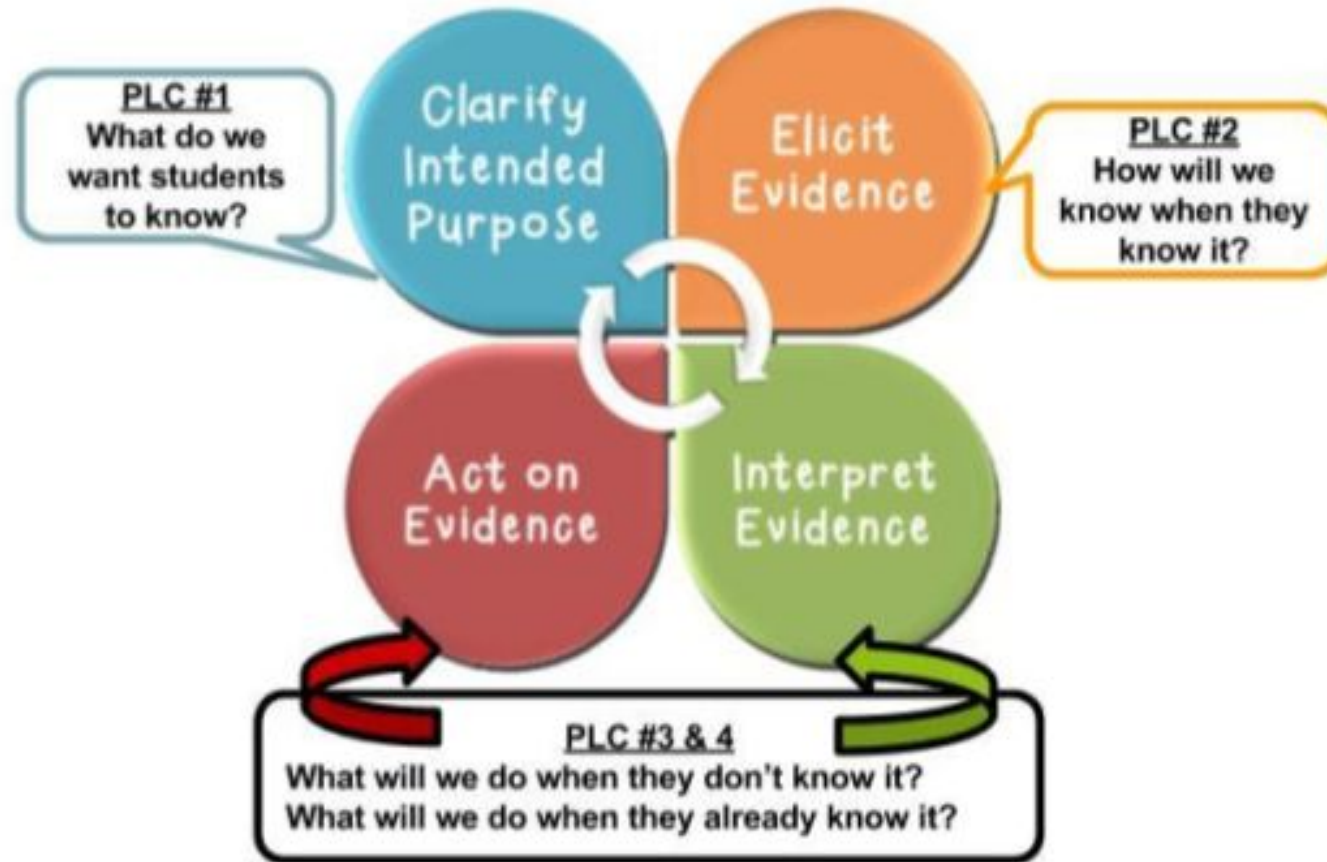Pam Birkeland, Special Projects
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